|  |  |  |
| --- | --- | --- |
|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9 Term: 4**

**Name / Theme or Unit: Novel – The Outsiders**

**Time Frame: ~6 weeks**

**Submitted by: Daniel Olsen**

|  |  |
| --- | --- |
| **OVERVIEW :** Students will review and apply the various elements of fiction learned throughout the year to a larger novel, discussing plot, character development and universal themes. They will connect this novel to its historical context through pictures and analysis of various songs from the time period. Finally, students will write a formal essay analysing the novel`s approach to a particular theme using evidence and page references from the novel itself. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.1. Identify and use the literal and figurative meanings of words  9.2. Distinguish between the positive and negative connotative meanings of words  9.11 Understand how authors reveal characters directly and indirectly through dialogue, actions, thoughts, etc. and analyze the interactions between characters (eg. internal and external conflicts, motivations, relationships, influences)  9.12 Understand the idea of a universal theme and its common elements  9.13 Understand and be able to identify and use complex literary devices (including figurative language, imagery, allegory, and symbolism, and explain their appeal)  9.14 Demonstrate an understanding of how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text, and be able to identify those elements in various literary texts.  9.15 Introduction of the literary concepts of imagery, allegory and symbolism.  9.19 Understand how to create and find a main idea, Set a context for writing and engage the interest of the reader  9.26 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  9.28 Demonstrate a comprehensive grasp of the significant ideas of literary works. 9.30 Write a persuasive composition that presents a side of an argument using facts and details to support it and offering a challenge to the readers at the end  9.31 Create compositions with the following format: a catchy introduction, a restatement of the question, three supporting details with specific examples, a conclusion that offers an opinion, a suggestion, an alternative, and something to leaves the reader thinking; write without using "I" except in the conclusion.  9.35 Identify and correctly use independent and dependent clauses; use correct sentence structure  9.36 Review and practice subject-verb agreement, pronoun agreement, second language learner problems, time and order prepositions, correct comma usage  9.37 Understand sentence construction and consistency of verb tenses.  9.38 Demonstrate understanding and control of the rules of Standard American English, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats  9.40 Use writing handbooks, grammar checkers, and references to edit usage and mechanics  9.41 Use a variety of sentence types in writing (e.g., simple, compound, complex, and compound-complex sentences)  9.42 Formulate judgments about the ideas under discussion and be able to discuss those in the classroom environment  9.44 Formulate reasoned judgments and respond effectively to written and oral communication (text and media – [e.g., television, radio, film productions, and electronic media])  9.46 Demonstrate how language and delivery affect the mood and tone of the oral communication and make an impact on the audience  9.47 Evaluate the clarity, quality, effectiveness, and believability of a speaker's important points from a variety of sources (podcasts, other recorded speeches, political candidates campaign ads.  9.52 Deliver oral responses to literature through class discussions; be able to support opinions with fact  9.55. Read with a rhythm, flow, and meter that sounds like everyday speech | |
| **Essential questions:**   1. How do the themes of The Outsiders relate to our lives today? 2. How does the novel successfully represent multiple characters developing over the course of the story? 3. How do all the elements of short fiction that we have learned apply to The Outsiders? 4. How does the author use symbolism to deepen the meaning of the characters and events? 5. What techniques can we develop to practice acquiring and retaining new vocabulary words? 6. What is the correct procedure to outline, write, share and edit a literary analysis essay on a universal theme? 7. What does the music of a particular time period tell us about the ideas and issues that the people of the time dealt with? | **Expected language:**  Novel, plot, conflict, introduction, rising action, climax, resolution, character development, historical setting, historical context, symbolism, 1st person narrative, style, juvenile delinquent, greaser, social, country music, rock and roll, british invasion, word context, catchy intro, thesis statement, topic sentence, body paragraph, quotations, evidence / support, theme |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Theme Anticipation Group Discussion Activity (attached)  Character Analysis Charts (attached)  Cherry Valance Letter Assignment and error correction assignment (attached)  Review Questions (attached)  Vocabulary Building Exercises (attached)  Vocabulary Test (attached)  Quizzes (attached)  Song Analyses (songs and lyrics attached)  Final Essay Project and error correction assignment (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Before beginning the novel, students will take part in a theme anticipation activity where they will read a series of statements related to the themes in the novel and write their opinions about them individually, and then share their answers with a group, filling in their level of agreement or disagreement with each particular statement. Finally, each group will be expected to lead the class in a discussion of one of the issues raised and receive an oral mark.  Before the first class of reading, students will view and discuss some pictures of greasers and socs to familiarize themselves with the look of each group and brainstorm a list of adjectives to describe each of them.  **Activities during reading**  Students will then read the novel, pausing to explain words or discuss events as they happen. The reading will consist of a mixture of different types of class reading: teacher reading of the text, listening to a recording of the text read aloud, and individual students reading by turns. For certain dramatic scenes that are dialogue heavy (eg. at the drive-in movie, Curtis family argument, before the rumble, etc.), students can be assigned roles, practice their part, and participate in a class reader’s theatre, with one student reading the narration, and other students reading particular characters.  Before Chapter 1, 3, 5, and 8, students will complete a vocabulary assignment (attached) projected on the board, consisting of words that will appear in the coming chapters. The assignments will begin with filling in a few blanks, but later become more challenging. Each word will be discussed and shared with the class. During the reading, when a vocabulary word appears, the first student to raise their hand and identify it and then successfully define the word will receive a bonus participation mark. A vocabulary test (attached) on the 45 words will be given to the students at the end of the novel.  At the end of some chapters or groups of chapters, students will complete review questions (attached) to check their comprehension of plot events and keep them thinking about the characters and themes being developed. The students will also write 3 quizzes (attached) covering chapters 1-4, 5-8 and 9-12 to check understanding. After each of the 3 quizzes, the students will watch the Coppola film The Outsider up to the point they have already read.  **Songs**  During the reading, students will view the lyrics and listen to various songs from the time period that relate to the theme important for that day’s reading. (mp3s and pictures of artists included)   * After Pony is attacked by the Socs “My Generation” (video of smashing guitars) * After finding out Cherry is in love with Dally “You’ve got to hide your love away” * After Johnny kills the Soc “Folsom Prison Blues” * When Johnny and Ponyboy are hiding in the church “Two of us” * When we learn about what Dally is facing in his life “I’m so Lonesome I could Cry” * When Pony and Dally are reunited after the church fire “Help” * When Dally loses Johnny “Heartbreak Hotel”   The meanings of the songs will be interpreted by the teacher and the class as practice for the following research unit.  **Special Assignments**  At the end of Chapter 1 students will complete a character chart using the detailed descriptions of the characters given out in chapter 1 (attached). At the end of Chapter 8, when many of the characters have been shown to grow and Ponyboy’s perspective on them has changed, students will complete another, updated chart (attached). This material (particularly the page numbers) will be used for the final writing project (see below)  After the scene where Ponyboy receives a letter from his brother, the students will compose a fictional letter from Cherry Valance to Ponyboy at this juncture in the story. Students will creatively interpret how the character would write (style), what attitude she would take with Ponyboy (tone) and what she would urge him to do. The assignment will then be corrected as a separate assignment with the conventions error list.  **Final Essay**  Using information and page references from their character charts, students will compose a 5-6 paragraph essay about the theme of heroism and how it is presented in the novel. In groups, students will brainstorm, and then each create their own definition of what a hero is. The teacher will help with a list of heroic qualities (sacrifice, courage, toughness, loyalty, etc.) written on the board for reference. Using this definition, the students will then decide which of the four characters (Dally, Darry, Johnny, and Ponyboy) are heroes and which aren`t. They will compose their essay on this topic with examples from the text and page references.  Students will do the composition for 1 week and complete brainstorming notes, an outline, a rough draft with editing marks and peer comments, and a final typed copy (materials attached). The assignment will then be corrected as a separate assignment with the conventions error list | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| **Novel: The Outsiders**  Songs with lyrics for discussion and analysis: “Two of us,” “Folsom Prison Blues,” “Help,” “My Generation,” I’m so Lonesome I Could Cry,” “ Heartbreak Hotel”  Image files for Greasers / Socs and various music artists of the time period.  The Outsiders Film DVD | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_\_

REFLECTIONS: